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UNIVERSITY OF ILLINOIS

JUNE 1950

COLLEGE OF EDUCATION

BUREAU OF RESEARCH AND SERVICE

HISTORY

FUNCTIONS

ACTIVITIES



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THE HISTORY, FUNCTIONS, AND ACTIVITIES OF THE BUREAU OF RESEARCH AND SERVICE

The Bureau of Research and Service of the University of Illinois College of Education is a center of focus for educational research, and for service to the schools of the state.

It is a clearing house for a variety of service activities—a holding company for many and varied research projects—a center through which both types of work are organized, financed, carried out, and reported.

The Bureau conceives research and service as two faces of the same coin: *the improvement of education*—which includes the gearing of the schools to the society, economy, technology, and ideology of the present and future, and a transition from the past.

BUREAU RESEARCH AREAS

In looking to the future, the Bureau has maintained a flexible notion of the realm in which it is to do research. It is possible however to outline, in a general way, some of the areas of concern in the Bureau's research program.

The focal point of it all may be variously described as the *classroom situation*, the *instructional process*, the *learning situation*, or *learning process*. In other words, the first point is that educational research, as distinct from psychological, sociological, anthropological, or some other form of research, is its orientation toward the *organized learning situation*.

In working toward this general objective it is useful to think of two major categories of research. The first, for lack of a better term, we call *basic*. By basic is meant the type of research which produces whatever "science of education" there is about what goes on in the classroom. The other major category is what may be called, for lack of a better term, "implemental" research. The difference between the *basic* and the *implemental* research is that the latter has to do with *ways and means* by which the *basic knowledges* of basic research are brought to bear upon the classroom situation.

Under each of these two major categories are fairly distinct sub-categories of research in which Bureau activities might be classified, as follows:

I. BASIC EDUCATIONAL RESEARCH:

1. *Background Research*. Research on learning, personality, child development, socio-cultural derivatives, and other educationally oriented, pure research activities leading to an understanding of human behavior necessary to plan a curriculum, teach a class, or provide instruction in schools.

2. *Applied Educational Research*. This category differs from the one preceding it in that it deals with the classroom situation — problems of instruction, learning, the curriculum. In this area fall all types of studies on method, all types of studies leading to curriculum theory — researches, for instance, on the teaching of reading, the teaching of arithmetic, or the teaching of social studies — all of which might be related to the preceding category in the sense, for instance, that learning theory is involved. The primary objective is not, however, the development of theory of human behavior by itself, but only as it is related to problems of instruction or the organization of educational programs.

In a sense, this category and the previous one may both be considered as “pure” research. Together they are labelled basic, since together they provide the essential stuff from which decisions can be made regarding how best to teach, or, as it might be defined, how best to provide learning situations.

II. IMPLEMENTAL EDUCATIONAL RESEARCH:

3. *Educational Evaluation*. With the development of new understandings about objectives of schools come problems of evaluation. The measurement of educational outcomes is a critical step in many types of educational researches, particularly those related to the improvement of educational practices. Many classroom problems await solutions pending development of better formulations of what school practices are for and how to find out whether they are one way or some other way, both from the standpoint of the individual pupil and from the standpoint of the totality of the situation. Therefore, considerable research is needed in this area, both for purposes of directly implementing work in the classroom and as a means of providing useful tools to make possible studies on educational method, training of teachers, etc., which now can be made with limited satisfaction due to inadequate means of measurement and verification.

4. *Research on Structure*. This area of research is one having to do with providing the *necessary conditions* for the effective interplay of science and practice in the actual classroom situation. In this category are researches in administration, organization, finance, teacher training, and other aspects of what may be called *structure*.

5. *Research on School Development*. This is not to be confused with field service. It is not consulting as a means of facilitating the development of school programs or the curriculum. Nor is this to be confused with action research. It is the program of research on the dynamics of the impact of the culture on the classroom — that which keeps teachers in their jobs, motivates them once they are trained, and keeps them actively drawing upon the sources of know-how in categories of research 1 and 2 above.

OTHER BUREAU FUNCTIONS

In addition to the strictly research aspects of the Bureau's work are some activities which are largely direct services to schools. These will be mentioned below.

Another important function of the Bureau is the training of competent research people. Much of the actual research is carried on by graduate students under the direction of the professors in charge.

All of the research professors in the Bureau are teachers as well, and as one staff member expresses it, "Research and teaching go hand-in-glove; they cannot be separated. Research at the graduate level is an essential part of teacher training. The Bureau is in part a vehicle for doing both the research and the teaching."

Perhaps the main function of the Bureau as such is that of focalizer — a mechanism for the focusing of *different* competencies, such as those in psychology, administration, guidance, sociology, and cultural anthropology, on one given problem or situation — to provide what may be described as "diversity of approach and independence of operation, all with one common unity of purpose."

Though an integral part of the College of Education, the Bureau often calls upon people in such departments as speech, economics, and political science, for example, to assist in both service and research.

Besides carrying on its own internal research program, the Bureau directly or indirectly contributes to many other research projects undertaken by members of the College of Education Faculty.¹ For such projects it provides financial support from its budget, personnel in the way of student assistants, use of Bureau facilities and equipment, and publication of reports.

Besides its other activities, the Bureau in the winter of 1949-50 sponsored a series of seven educational research colloquia with some of the nation's outstanding educational leaders participating.

ORGANIZATION OF THE BUREAU

At present, the Bureau of Research and Service is organized, under Dr. Francis G. Cornell as Director, without divisional units with one exception, the Unit on Evaluation with Dr. J. Thomas Hastings as Technical Director and Mr. David R. Krathwohl as Assistant to the Technical Director.

A central office under the Director is headed by Mr. Darrell J. Inabnit as executive assistant.

The field service functions of the Bureau are a special responsibility of Dr. Merle R. Sumption. Dr. Sumption serves as executive officer for

¹ See Appendix III.

field services for the entire College of Education. His function in the Bureau includes the coordination of service activities both within and without the Bureau.

Research professors include N. L. Gage, Lee J. Cronbach, Celia B. Stendler, William E. Martin, W. W. Charters, Jr., William P. McLure, and Walter S. Monroe.

The Director's office and other Bureau offices are quartered in the two former residences at 1007 and 1007½ South Wright Street, Champaign.

Activities of the Bureau are incorporated and coordinated within the general program of the College of Education, of which it is a part, by two liaison bodies: (1) an Advisory Committee to the Bureau, which is a College of Education faculty committee composed of two elected and three appointed members and (2) the Council on Field Services, appointed by the Dean of the College of Education, with the Director of the Bureau as an *ex officio* member, and a staff member of the Bureau (Professor Sumption) as its executive officer.

All academic personnel within the Bureau are members of the College of Education faculty and staff, and although primarily engaged in research within the Bureau, they teach at least one class in the College of Education each semester.

College faculty members carrying on research and/or service projects may do so through the Bureau, or they may use the Bureau facilities, or they may clear their activities through the Bureau — or they may operate independently of the Bureau. Many of them, however, do operate through the Bureau in order to receive financial support from the Bureau budget.

All Bureau-financed projects, whether carried on by members of the Bureau staff or by faculty members outside, must be reviewed in advance by the Advisory Committee.

Examples of Bureau projects carried on by non-Bureau faculty members of the College of Education included most of the basic studies for the Illinois Secondary School Curriculum Development Program, and publication of many books and bulletins and reports.

The administrative center of the Bureau is the central office under Mr. Inabnit. Through this office all business is carried on. It has control of the annual budget, which is around \$200,000 a year — \$199,048 for the fiscal year 1949-50 — and of all personnel, and of all publications and supplies.

Bureau personnel, as of the current year, 1949-50, included 14 faculty members, 11 of them professors; 16 part-time graduate students as research assistants; 16 full-time nonacademic (secretarial and clerical) employees; and a number of part-time student assistants.²

² See Appendix I.

Since the reorganization of the Bureau in 1947, it has issued 15 publications through the University Press and has published reports of seven school surveys in addition.³

BACKGROUND

A Bureau of Educational Research was established as a department of the University of Illinois College of Education by the Board of Trustees on June 1, 1918. The trustees' action provided for employment of a Director, and for a budget of \$9000 outside of his salary. On July 8, 1918, B. R. Buckingham, from the State Department of Education in Wisconsin, became the first Director of the new Bureau.

In September, 1919, Dr. Walter S. Monroe came into the University as Assistant Director of the Bureau; two years later, in September, 1921, he was made the Director, and held that position for 26 years, until October, 1947. During two interludes, from April, 1930, to September, 1931, and again from September, 1945, until June 1, 1947, Dr. Monroe was inactive in the Bureau (though retaining the title of Director) while he served as Acting Dean of the College of Education. During the latter period, Dr. B. Othanel Smith was appointed Acting Director of the Bureau.

The history of the Bureau and its activities during the first 10 years have been told in detail by Dr. Monroe and his staff in *Ten Years of Educational Research, 1918-1927*, which was published as University of Illinois Bulletin No. 43 in 1928 — and it would be pointless to repeat it here.

At its peak, in the early '30s, the Bureau had a staff consisting of a Director, Assistant Director, three full-time assistants, three full-time secretaries, and some additional student help.

With the depression, the University was asked — and compelled — to save money; personnel was cut, and salaries were reduced. The cuts fell heavily upon the Bureau, and by 1935 it had been reduced to the Director and one secretary, with the Director also (as usually) doing some teaching as well.

There was no appropriation for publications, so that Bureau activities were limited to what the Director could do almost single-handed, and publication to what he could get published in magazines or by commercial publishers. Professor Monroe published a number of magazine articles, and in collaboration with Louis Shores of George Peabody College for Teachers, prepared a very substantial volume, *Bibliographies and Summaries in Education to July, 1935*, which was published by the H. W. Wilson Company in November, 1936. Late in 1935 he had conceived the massive *Encyclopedia of Educational Research*, the original edition of

³ See Appendix II.

which was published in 1941. Throughout the war years Doctor Monroe continued his lone research. In 1946, while acting Dean of the College of Education, he began the editing of the revision of the *Encyclopedia* which he has just completed. In 1947, Dr. Monroe was promoted to Distinguished Professor of Education and was granted permission to devote full time to a revision of the *Encyclopedia of Educational Research*, which was published in early 1950. After completing his own ten-year research report on *Teacher-Learning Theory and Teacher Education in the United States since 1890*, a history of the development in ideas in teacher education and teaching practice during the past sixty years, Dr. Monroe will retire.

High School Visitor's Office

In the meantime, public school services of the College of Education were individual, extra-curricular, and uncoordinated. Many faculty members did engage in such service, but on an individual basis, and in response to requests made to them personally by schools or school men throughout the state. The College had no regular service program, however.

But the University's High School Visitor's Office — not connected with the College of Education — did carry on a considerable school service program, and also some research.

The Office had been established on a full-time basis around 1900 for the simple purpose of inspecting the high schools of the state and accrediting those which maintained acceptable standards of excellence, so that their graduates automatically were eligible to enter the University.

Inevitably this involved a gradual articulation of standards — and the High School Visitor came to be consulted by high school authorities who wished to raise their standards to an accredited basis.

Thus a service element was developed in the Office almost without intent — the Visitor became also a consultant and advisor, as well as a mere inspector.

Dr. Arthur W. Clevenger, a Michigan High School Visitor who had been an Assistant Visitor in 1920-21, became the University's High School Visitor in 1928.

But already, in 1914, the Office of the State Superintendent of Public Instruction had been authorized by the General Assembly to "recognize" high schools — that is, to become a state accrediting agency.

This resulted in a considerable duplication in the work of the State and of the University Visitor, and in 1923 a cooperative plan was worked out between them. Later the North Central Association also operated as a standardizing and accrediting agency.

With all of these developments, the functions of the High School Visitor became more and more service and research — less and less inspection.

So greatly changed were conditions in the state, and the functions of his office, that before World War II the High School Visitor had proposed in conversations with University officials that the University should abandon entirely its inspection and accrediting activities, and establish instead a program of field services in education which would be comparable to that in agriculture.

The Visitor's Office reached its maximum right after the war, in 1946, when it had a full-time staff of seven — the Visitor and three assistant visitors, one research man, and two secretaries.

The High School Visitor's Office was abolished on September 1, 1948. The staff was transferred to other positions within the University and the College.

Reorganization in Illinois

In 1945 the Illinois General Assembly passed the County Survey Committee Act which provided for reorganization of school districts throughout the state.

Immediately this generated pressure throughout the state upon the University for help in understanding the law and how to carry out its provisions; there was an urgent call from school people for assistance in putting reorganization into effect.

The result, in the summer of 1946, was an attempt through the Executive Committee of the College of Education to centralize and improve its field services. Doctor Merle R. Sumption was appointed and assigned to the Bureau of Educational Research to help develop an expanded field service program. He arrived with the opening of school in September, 1946, and immediately began work on school reorganization problems. In the spring of 1947, Mr. Harlan D. Beem, County Superintendent of Coles County, Charleston, Illinois, was added to the staff, and in June the two — Sumption and Beem — published *A Guide to School Reorganization in Illinois*.

Reorganization of the Bureau

On June 1, 1947, Dr. Willard B. Spalding, Superintendent of Schools in Portland, Oregon, became the new Dean of the College of Education. One of his first undertakings was a complete reactivation of the Bureau of Educational Research, with a full staff, an adequate budget, and an expanded, intensified, and generally improved program of both research and field service. In September and October, Dr. Raymond E. Wochner from the University of Wyoming, and Dr. Van Miller, City School Superintendent from Ridgefield, Connecticut, were added to the Bureau staff.

Dr. Francis G. Cornell, who had previously been Chief of the Research and Statistical Service of the United States Office of Education in Wash-

ington, D. C., was appointed the new Director of the Bureau, and assumed the position in the fall of 1947. At that time the personnel of the Bureau consisted of Doctor Monroe, the retiring Director then devoting full time to the *Encyclopedia*, Professor Sumption, and Professors Wochner and Miller, both new that fall. In October 1947, the Bureau came to be officially designated as the Bureau of Research and Service. Thus, the major development and expansion of the Bureau has come within the past two years.

The new Director's first activity was to survey the College of Education faculty with a questionnaire designed to define specifically the purposes of the Bureau. This showed a predominant interest in original research, both by members of the School of Education faculty through Bureau auspices, and directly by members of the Bureau staff itself.

The High School Testing Bureau was incorporated into the Bureau of Research and Service as the Unit on Evaluation — with its activities redefined and expanded, and given new emphasis to the effective use and development of research findings.

A central office was established with an administrative assistant in charge.

The Bureau of Research and Service approximately as it now exists had taken form beginning in the fall of 1948.

FIELD SERVICE PROGRAM

The Field Service Program of the College of Education is coordinated through the Bureau of Research and Service. This takes various forms, including the directing of school surveys, consultation service, in-service training for teachers, and publication of helpful materials for school people.

The organized Field Service Program was established by Dr. Sumption in 1946 to meet the immediate and urgent need of the schools of the state for help in implementing the school reorganization law of 1945, and its first two years were devoted largely to that service.

During 1947 and 1948 the Bureau staff on field services analyzed and reported on the adequacy of proposed reorganization in nearly 300 districts, and served as advisor in establishing them.

The Bureau also published a compilation and interpretation of laws pertaining to the new community unit, *The Legal Basis of the Community Unit School in Illinois*; and Drs. Sumption, Wochner, and Miller also published *A Manual of Community School Administration*.

By the end of 1948, the work of the County Survey Committees had been completed, and the Field Service staff moved on into new fields.

In the meantime, on September 1, 1947, the Illinois Secondary School

Curriculum Program had been launched, and very shortly after his arrival at the University in October, Dr. Miller was assigned as Bureau representative to work on it. He spent much of his first year working as College of Education Team Coordinator.

In 1947 the Field Service staff also began making organized school surveys on a more coordinated basis than had been done before by individuals on the College of Education faculty.

It undertook to make "cooperative" surveys in which the citizens of a community itself had a major part, working with the cooperation of professionals provided through the Bureau.

During the past two years, 1948 and 1949, the Field Service staff has completed and published reports on seven school surveys. Two of them, in Charleston and Urbana, were comprehensive surveys of both the school plant and the whole educational program, and were carried out as community projects—that is, local citizens' committees made their own surveys with the guidance and assistance of the professional school people of the Bureau and the College of Education. The other five were building surveys—those in the Moweaqua County Unit district and in Danville done by the community with Bureau assistance; and those in Freeport, Ottawa, and the Crawford County Unit district expert surveys done by College of Education staff itself. As standard operating procedure, after a survey is completed the Bureau staff carries on in each community for an indefinite period of time by providing consultation services to assist in the implementation of the surveys, and at the present time the Bureau staff is engaged in such assistance in the seven communities mentioned above.

The Bureau also served as a coordinating agency for in-service training of teachers in Illinois schools through workshops and extension study groups carried on by faculty members of the College of Education—a program carried on outside the Bureau, but cleared through the Bureau.

During the year 1949-50, the Bureau has undertaken on behalf of the entire College a new type of activity—a research project in school improvement in Bloomington, Illinois. This is designed as a service project for Bloomington—but a research project for the College of Education, through which, by participation, observation, and appraisal, as scientific as possible, it will attempt to discover the most effective and successful ways of working with school and community groups to achieve genuine progress and improvement with a maximum of harmony and efficiency and a minimum of opposition. Representatives from the service, research, and evaluation staffs of the Bureau are working with College of Education specialists and the Bloomington schools and community on this project. The project chairman for work in Bloomington has been Professor William Van Til of the Department of Secondary Education.

UNIT ON EVALUATION

The University began its High School Testing Program in 1941, as a service to the high schools and colleges of the state, and as the result of requests from the Federation of Illinois Colleges and the Illinois Principals' Association. Its purpose was to provide information for educational and vocational planning in the high schools, and for preregistration counseling in the colleges. It is a voluntary cooperative program.

In 1944 Dr. Thomas Hastings was appointed its Director. In the fall of 1947 this High School Testing Bureau was transferred into the Bureau of Research and Service as the Unit on Evaluation, with Dr. Hastings as Technical Director and the University Examiner.

Every year it tests about 45,000 high school pupils, mostly juniors but also some seniors, in about 550 Illinois schools. Nearly 700 different schools have participated in the program at one time or another, many of them regularly each year.

Each of the 45,000 boys and girls participating fills out a special IBM card, upon which he prints his name, his address, his age, sex, and class in school. He also answers questions on his hoped-for occupation, his favorite school subject, his favorite extracurricular activity, whether or not he plans to continue his education after high school, and if so whether in a trade school, vocational school, or college. On the same card the principal, counselor, or homeroom teacher estimates the pupil's chances of continuing school beyond high school as favorable or unfavorable on the three bases of scholastic promise, financial situation, and family attitude.

Then the tests are given — tests designed to “represent areas of rather broad general ability” rather than information in specific subjects.

Those used this year were a mental maturity test for academic aptitude and a general learning ability; two reading ability tests, one using materials in the social sciences, the other in the physical sciences; and a test in writing skills, involving style and organization, punctuation and grammar.

Results of the tests are sent back to each high school and to all of the colleges in the state which participate in the program. They are used in both high schools and colleges as bases for counseling and guidance — as a means of liaison between the high schools and the colleges — and by the high schools as one way of evaluating the effectiveness of their own programs, both intrinsically and in comparison with the other high schools of the state.

Dr. Hastings also has the responsibility for the Office of the University Examiner. As part of this function, a Library School project is in progress for the development of placement and graduate examinations

—designed to reveal not only scholastic achievement in terms of knowledge, but also those qualifications most useful to a good librarian — judgment, discrimination, understanding of readers' tastes and needs and the ability to respond to them helpfully.

A project for the Division of General Studies likewise is directed toward the preparation of test and evaluation materials for the appraisal of the general education background of Graduate School applicants — again including abilities and skills which go beyond amassing information.

At the same time, along with these projects, the Unit on Evaluation is doing documentary research in the literature of education and psychology in an effort to learn, organize, and integrate what is known or believed about the nature of these social and personal adjustments which teachers talk about so much.

The Unit on Evaluation recently sponsored an important national conference on taxonomy or the definition and classification of educational objectives. This conference was attended by leaders of outstanding eminence from coast to coast.

This unit is coming to emphasize more and more the developmental aspects of its work. The high school testing program around which it was built as a nucleus, is an operating service to the schools of the state, but as such, is a by-product of work on the improvement of educational evaluation and test development.

GROUP RESEARCH

Though research activities of the Bureau staff in part follow individual interests, there are "team" or "group research" projects developing and there probably will be more.

One group research, involving several Bureau staff members has been on the problems of the state reorganization program in Illinois. The first year was spent on a series of major studies in the financing of education —

I. With particular reference to redistricting into efficient school districts, and the implications of the effect of such reorganization for financial support. In this study, an estimate was made of state-wide building needs under circumstances in which schools might be planned and operated most effectively in rural areas — that is, in efficient districts.

II. An estimate of possible transportation costs which might be expected to exist if the present reorganization plan were completed. To complete this study, a special transportation formula was developed for estimating such costs from readily accessible data.

III. To determine to what extent the present plan of financing schools is achieving the purposes expressed in the state law. To make this analysis, it was essential to make adjustments for the additional essential oper-

ating costs in areas where the children are widely scattered, over the costs in areas where the children are largely concentrated in urban centers. These adjustments are known as "sparsity correction," and were made by applying a "sparsity formula" which Dr. William P. McLure already had developed in other states.

Dr. Cornell, Dr. McLure, Dr. Raymond E. Wochner, and Dr. Van Miller carried on these studies. The latter two are no longer full-time Bureau staff members.

The entire group of reports on these studies was coordinated and published in November, 1949 under the title, *Financing Education in Efficient School Districts*. This report was presented to a group of about 30 outstanding school leaders of the state in a conference at the Allerton Estate on December 4-5, and was the subject for the conference discussion.

A series of projects scheduled for next year (1950-1951) have a common objective—the study of processes of community control of schools and the human relations aspects of changes in local educational programs. School systems in the State of Illinois will be enlisted to serve as cooperating observatories for the laboratory study of phenomenon in this area.

The Bureau contributed its resources and staff time in the early planning phases of a proposed study of the American textbook. A committee whose chairman was Dr. Cronbach of the Bureau included a communications expert, a sociologist, and an educational philosopher.

Other group projects are being developed as the staffing of the Bureau nears completion. New members of the staff in 1950-51 are expected to contribute interests and competencies which will open up new "team" researches.

Some notion of the activities of the Bureau may be had by examining (1) its publications in Appendix II, (2) projects of non-Bureau staff which it has supported in Appendix III, and (3) publications of its own staff members in Appendix IV.

APPENDIX I

BUREAU OF RESEARCH AND SERVICE PERSONNEL — JUNE 1950

Director and Professor of Education.....	Francis G. Cornell
Secretary.....	Barbara K. Haxby
Central Office	
Executive Assistant and Instructor in Education.....	Darrell J. Inabnit
Junior Clerk-Typist.....	Shirley L. Crank
Assistant Clerk-Typist.....	Evelyn Mays
Evaluation Unit	
Technical Director, University Examiner and	
Associate Professor of Education.....	J. Thomas Hastings
Assistant to the Technical Director and	
Instructor in Education.....	David R. Krathwohl
Research Assistants.....	Donald C. DuLaney
	James P. Dyke
	Albert H. Eckert
	Earl Foreman
	Ralph W. Hartshorn
Secretary.....	Lois Williamson
Junior Clerk-Stenographer.....	Jean Madura
Junior Office Appliance Operator.....	Lucille S. Maris
Junior Clerks.....	Clementyne Guy
	Ruth Hancock
	Alice Thompson
	Helen Thompson
	Olive Willard
Field Services	
Executive Officer for Field Services and	
Associate Professor of Education.....	Merle R. Sumption
Research Assistants.....	Jack L. Landes
	Evelyn M. Luecking
	Joseph C. Payne
Senior Clerk-Stenographer.....	May T. Hart
Research Staff	
Distinguished Professor of Education.....	Walter S. Monroe
Associate Professors of Education.....	Lee J. Cronbach
	William P. McLure
	Celia B. Stendler
Assistant Professors of Education.....	W. W. Charters, Jr.
	Nathaniel L. Gage
	William E. Martin
Research Assistants.....	Charles Beseman
	Dora E. Damrin
	Dean H. Davis
	Ralph V. Exline
	Kenneth L. Husbands
	Christine E. Kris
	George C. Lorbeer
	Carl Proehl
	Carolyn Y. Prunty
	Gerald G. Shafer
	Sicily A. Smedsvik
	Willard G. Warrington
	Edward C. Weir
	Norman Young
Senior Clerk-Stenographers.....	Pauline Apperson
	Ruth Nelson
Junior Clerk-Stenographer.....	N. Catherine Hamrick
Junior Clerk-Typist.....	Shirley A. Deusch

APPENDIX II

PUBLICATIONS BY THE BUREAU OF RESEARCH AND SERVICE, 1947-1949

- HAMLIN, HERBERT M. *Using Advisory Councils in Agricultural Education*. 1947.
- SUMPTION, M. R., and BEEM, H. D. *A Guide to School Reorganization in Illinois*. 1947.
- REEDER, E. H. *A Guide to Supervision in the Elementary Schools*. 1947.
- KIRK, SAMUEL A., and ERDMAN, ROBERT L. *Education of Mentally Handicapped Children. A Selected Annotated Bibliography*. 1948.
- SCHULTZ, HAROLD, and SHORES, J. HARLAN. *Art in the Elementary School*. 1948.
- BLAIR, GLENN M. *Educational Psychology, Its Development and Present Status*. 1948.
- SUMPTION, M. R., and ELLIS, HAROLD A. *The Legal Basis of the Community Unit School in Illinois*. 1948.
- SUMPTION, M. R., MILLER, VAN, and WOCHNER, RAY. *A Manual of Community School Administration*. 1948.
- KETTLEKAMP, GILBERT C. *Which Step First? The Relation of Sequence to Language Achievement*. 1949.
- STENDLER, CELIA BURNS. *Children of Brasstown*. 1949.
- PHIPPS, LLOYD J. *Supervised Farming Programs in Illinois*. 1949.
- SHORES, J. HARLAN. *A Critical Review of the Research on Elementary School Curriculum Organization, 1890-1949*. 1949.
- VAN TIL, WILLIAM, and LUECKING, EVELYN. *What Popular Magazines Say About Education, 1946-1948*. 1949.
- CORNELL, F. G., McLURE, W. P., MILLER, VAN, and WOCHNER, R. E. *Financing Education in Efficient School Districts*. 1949.

Field Service Publications

- A Look at Springfield Schools*. (Springfield, Missouri) 1948.
- A Public School Building Program for Freeport, Illinois*. 1948.
- Citizens Study Their Schools*. (Danville, Illinois) 1949.
- A Public School Building Program for the Central Community Unit District of Crawford County, Illinois*. 1949.
- A Public School Building Program for the Moweaqua Community Unit District*. 1949.
- Urbana Looks at Its Schools*. 1949.
- A New Community Unit Studies Its Schools*. (Charleston, Illinois) 1949.
- A Public School Building Program for the Elementary District of Ottawa, Illinois*. 1949.
- A Public School Building Program for the Geneseo Community Unit District of Henry County, Illinois*. 1950.
- Unit Five Studies Its Building Needs*. (Normal, Illinois) 1950.

APPENDIX III

RESEARCH PROJECTS NOW UNDER WAY BY COLLEGE OF EDUCATION FACULTY MEMBERS (BESIDES BUREAU PERSONNEL) WHICH ARE SPONSORED BY THE BUREAU OF RESEARCH AND SERVICE

JOHN J. DEBOER	"An Analytical Index of Human Relations Materials in Children's and Adolescent Literature."
GEORGE P. DEYOE	"Supervised Farming Activities for Out-of-School Groups in Vocational Agriculture."
EDWARD W. DOLCH	"Derivation of Scientifically Graded List of Books for Remedial Reading."
EDWARD W. DOLCH	"Research in Depth of Meaning."
EDWARD W. DOLCH	"Revision of Graded Reading Difficulty Standards."
KENNETH B. HENDERSON	"Follow-Up Study of Illinois Secondary School Curriculum Program."
GEORGE O. JOHNSON	"An Evaluation of Attitudes of Parents of Mentally Handicapped Children."
SAMUEL A. KIRK	"Child Development for Young Mentally Handicapped Children."
SAMUEL A. KIRK	"Standardization of Language Test for Deaf."
LLOYD J. PHIPPS	"How Farmers Are Becoming Established in Farming."
J. HARLAN SHORES	"Development and Standardization of a Battery of Silent Reading Tests."
RAY H. SIMPSON	"A Study Involving In-School Goals and Out-of-School Behavior."
RAY H. SIMPSON	"A Study of Some Learnings Being Practiced in College Courses."
WILLARD B. SPALDING	"An Analysis of the Drinking History of Alcoholics."
J. LLOYD TRUMP	"The PTA in Illinois as an Instrument of Lay-Professional Relations."
WILLIAM VAN TIL and DOUGLAS WARD	"Teaching Materials for Centers of Experience."
LETITIA WALSH	"An Investigation of Youth Needs and Curriculum Possibilities in Family Relations."
HERBERT S. ZIM	"The Origin and Development of Science Interest and Talent."

APPENDIX IV

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